DOCUMENT RESUME

ED 033 483 EC 004 291

TITLE	Feedback; Publication of the Program for Exceptional Children and Youth.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
Pub Date	69
Note	44p.
EDRS Price	EDRS Price MF-$0.25 HC-$2.30
Descriptors	Clinics, Consultants, Cooperative Programs, *Exceptional Child Education, Federal Legislation, Fellowships, *Handicapped Children, Incidence, Parent Conferences, Preschool Programs, Psychological Services, Regional Programs, Special Schools, *State Programs, Teacher Workshops, Vocational Rehabilitation
Identifiers	Alabama

Abstract

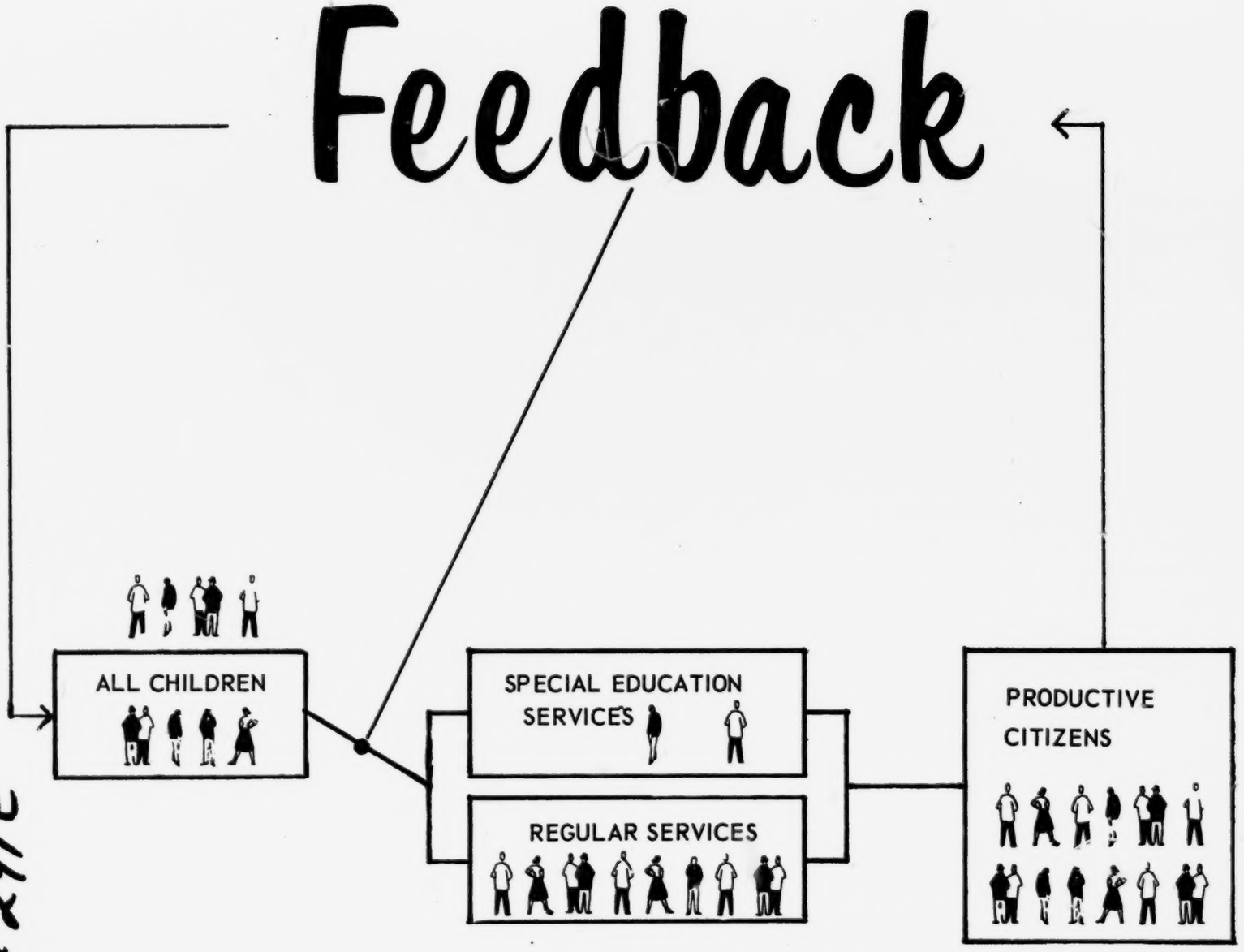
Discussed in the report are the state's programs for exceptional children in 1967 and 1968, the proposed events for 1968-1969, the scope of the special education program, a special education model, and a breakdown of four geographic regions. Services and planning for consultation by the State Department of Education, psychological services, diagnostic centers, vocational rehabilitation cooperative programs, education for children with emotional disturbances, and centers for the deaf-blind are considered. The following topics are also included: the President's Committee on Employment of the Handicapped, a study institute for parents of preschool deaf, traineeships and fellowships (special study institute), a planning conference, Title IV-A projects, a state Title IV pilot study, Title III projects, the Handicapped Children's Early Assistance Act of 1968, the planning conference bureau, state adopted textbooks, special olympics, visiting educators, a special education musical group, and the Alabama Federation Council for Exceptional Children. (LE)

ED033483

FEEDBACK

PUBLICATION OF THE PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH

ALABAMA
STATE DEPARTMENT OF EDUCATION
1969



RC004291E

ED033405

FEEDBACK

Publication of the Program for Exceptional Children and Youth

State Department of Education

Ernest Stone

State Superintendent of Education

Program for Exceptional Children and Youth

Faye M. Brown

Chief Consultant

Program Staff
Carol Lovelady, Consultant
Florence Abrams, Psychological Consultant
Ruth Sanders, Psychologist
Fred Wells, Psychologist
Anne Ramsey, Consultant
Wanda Walton, Consultant
Jacqueline Pierce, Consultant
Ernest Singletary, Consultant, SP.ED-VR Cooperative Classes
Terry Graham, Consultant, SP.ED-VR Cooperative Classes
L. W. Linkous, Consultant to the Staff

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FOREWORD

With pleasure and pride the staff of the Program for Exceptional Children and Youth presents to you an overview of the 1968-69 Special Education events in the State of Alabama. Each activity described herein was conducted with one purpose in mind: to improve and expand the services to handicapped children and youth of Alabama. Education is a cooperative enterprise, and these services could not have been provided without the cooperation of the following:

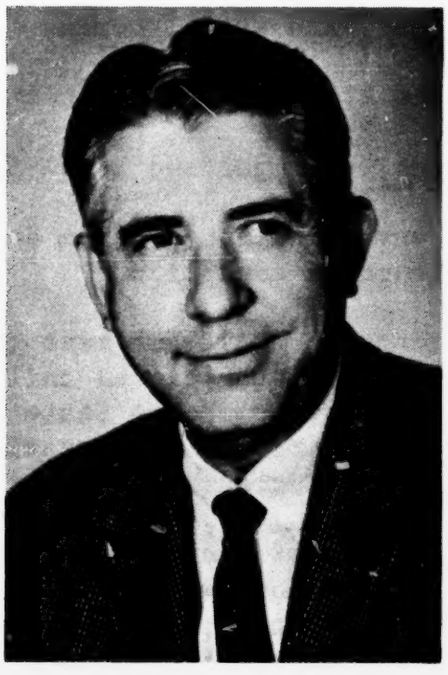
Honorable Albert P. Brewer and the Alabama Legislature
Dr. Ernest Stone and the State Department of Education
Dr. James J. Gallagher and staff, Bureau for Education of Handicapped, Washington, D. C.
Mr. William Geer and staff, International Council for Exceptional Children
Alabama Universities, Colleges and Local Education Agencies

In the final analysis, any education program depends upon the individual teacher and the local board of education.

Since the public schools of Alabama have had opportunities to develop special education programs for exceptional children, ninety-six school systems in Alabama have under permissive State legislation initiated approximately six hundred teacher units - an expectation in operation, serving children with all kinds of handicapping conditions.

By sharing with you some of what has already been accomplished in Alabama through Special Education, we hope that you will be able to appreciate more fully the way to transform an exceptional child into a productive citizen is the provision of appropriate educational opportunities.

SIGNED Faye M. Brown
Faye M. Brown
Program for Exceptional Children
and Youth

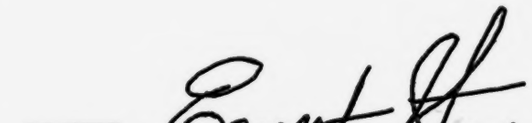


DR. ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

A WORD OF APPRECIATION

On May 14, 1969 Dr. Faye Brown participated in a unique educational testimonial before a Congressional Committee in Washington. At Congressman Perkins' invitation, Dr. Brown was the only special educator called to speak to the House Labor-HEW Appropriations Sub-Committee on behalf of national appropriations for critically underfunded education authorizations.

I take this opportunity to express appreciation for the work of the staff of the Program for Exceptional Children and Youth in the State of Alabama, and to commend Dr. Faye Brown, Chief Consultant, for bringing national recognition to Alabama by her outstanding educational leadership. As the Honorable Carl D. Perkins, Committee Chairman, expressed it, "My thanks for representing not only the interest and needs of school children in your area but also throughout the nation."

SIGNED 

Ernest Stone
State Superintendent of Education

TABLE OF CONTENTS

Title Page ---------- i

Foreword - Dr. Faye Brown ---------- ii

A Word of Appreciation - Dr. Ernest Stone ---------- iii

Table of Contents ---------- iv

Scope of the Program ---------- 1

The Special Education Model ---------- 3

Events of 1968-1969 ---------- 4

Alabama Regions - Map ---------- 6

Northwest Alabama ---------- 7

Southeast Alabama ---------- 9

Southwest Alabama ---------- 10

Consultative Services Offered by State Department of Education - Program for Exceptional Children and Youth ---------- 11

Psychological Services - Program for Exceptional Children and Youth - September Through May, 1969 ---------- 12

Other Diagnostic Services Offered in Alabama ---------- 14

Special Education - Vocational Rehabilitation Cooperative Program ---------- 15

Cooperative Planning for Children in Conflict ---------- 17

Area Centers for Services to Deaf-Blind Children ---------- 18

Alabama Institute for Deaf and Blind ---------- 19

Alabama's Visually Handicapped ---------- 20

The President's Committee on Employment of the Handicapped ---------- 21

Special Study Institute for Alabama Parents of Preschool Deaf Children ---------- 22

Table of Contents (Continued)

P. L. 85-926 As Amended - Traineeships and Fellowships ---------- 23

Special Study Institute Planned Under Funding From
P. L. 85-926 As Amended ---------- 24

Planning Conference Held in Early Fall ---------- 25

P. L. 89-10 ESEA Title VI-A 1969 ---------- 26

State Title VI Pilot Study - Very Young Deaf Child
and Parent Education Program ---------- 28

ESEA - Title III Projects for the Handicapped ---------- 29

Handicapped Children's Early Education Assistance
Act of 1968 (P. L. 90-538) ---------- 30

Planning Conference Bureau for Education of
the Handicapped ---------- 31

State Adopted Textbooks for Special Education ---------- 32

Special Olympics ---------- 33

Nationally Known Educators Visit Alabama ---------- 34

"Special Group - Special Music!" ---------- 35

Alabama Federation Council for Exceptional Children ---------- 36

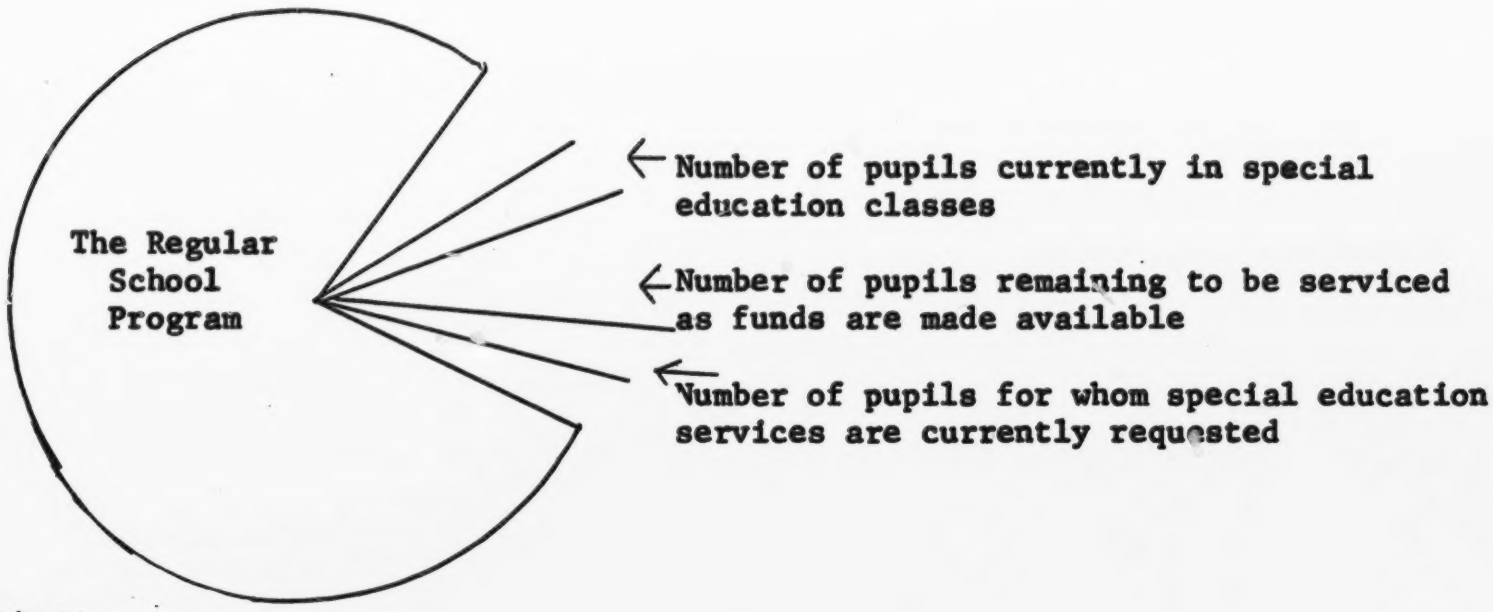
A Tribute

SCOPE OF THE PROGRAM

STATE OF ALABAMA, DEPARTMENT OF EDUCATION
PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH

The exceptional child is one who deviates from normal to the extent that a Special Education program is needed to develop the child's maximum potential.

Alabama's Scholastic Population


The Regular School Program
Number of pupils currently in special education classes
Number of pupils remaining to be serviced as funds are made available
Number of pupils for whom special education services are currently requested

Notes:

A. 130,000 was the number of Alabama exceptional children and youth needing special education services during 1967-68
10,000 was the number of Alabama exceptional children and youth receiving special educational services during 1967-68

120,000 was the number of Alabama exceptional children and youth deprived of special educational services during 1967-68

B. Alabama cannot afford to withhold special education services from over 90 percent of its exceptional children and youth who may be classified under one or more of the following categories: Mental retardation, hearing impairment, emotional conflict, visual impairment, crippling conditions, speech problems, learning disabilities, or other handicaps.

A L A B A M A

1968-69 PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH

Total Number of Teachers Employed:

Counties	330	
Cities	272	
Total		602

Approximate Number of Pupils Enrolled In These Classes:

Mentally Retarded -- Educable	5,284	
Mentally Retarded -- Trainable	695	
Physically Handicapped	430	
Speech and Hearing Problems	3,096	
Emotionally Disturbed	40	
Socially Maladjusted	10	
Learning Disabilities	75	
Total		9,630

Number of School Systems Operating Classes:

Counties	53	
Cities	41	
Total		94

(Note: Two additional county systems pay transportation costs for children to attend classes in another school system).

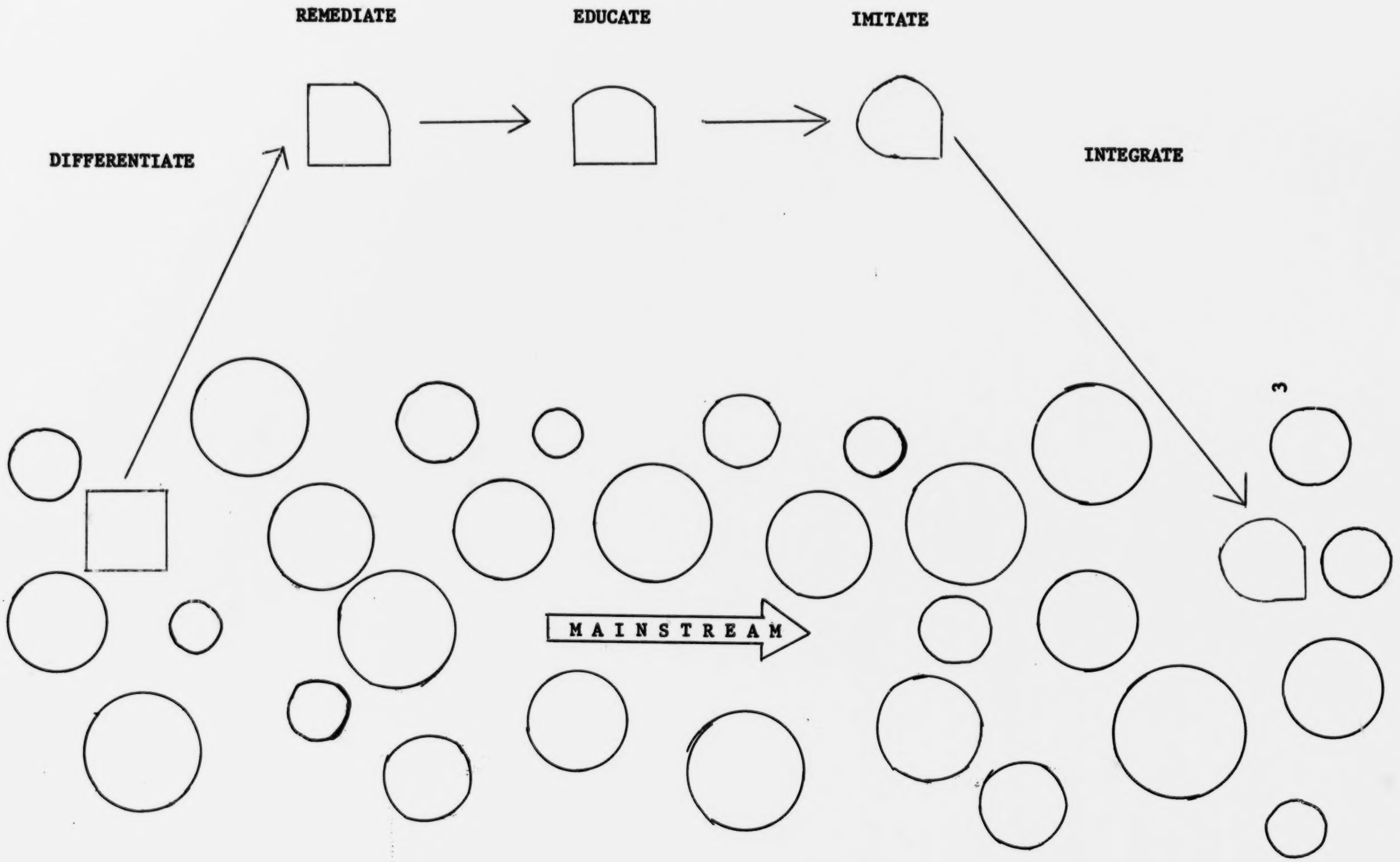
Breakdown of Classes by Type of Handicap

	Physical	Homebound	Hospital	Educable Mentally Retarded	Trainable Retarded
Counties	6	13	1	253	33
Cities	17	9	1	179	25
Total	23	22	2	432	58

	Deaf	Speech Therapist	Partially Seeing	Hard-of-Hearing
Counties	0	15	0	2
Cities	8	25	2	2
Total	8	40	2	4

	Blind	Emotionally Disturbed	Socially Maladjusted	Learning Disabilities
Counties	0	3	0	4
Cities	1	1	1	1
Total	1	4	1	5

THE SPECIAL EDUCATION MODEL



"EVENTS OF 1968-1969"

August 1, 1968 - Dr. Faye M. Brown assumes duties as Chief Consultant, Department for Exceptional Children and Youth.

September 1, 1968 - Mrs. Carol Lovelady joins staff of State Department.

September 15, 1968 - Staff meets with Vocational Rehabilitation Services to make plans for the expansion and improvement of cooperative classes.

October 4 and 5, 1968 - Special Study Planning Conference at Cheaha State Park. Fred Weintraub, Assistant to Executive Secretary of Council for Exceptional Children was the keynote speaker.

November 6, 7, and 8, 1968 - Special Study Institute for parents of pre-school deaf children held in Birmingham. Mr. George Fellingdorf, Editor of Volta Review was the keynote speaker. Dr. Althena Smith of John Tracy Clinic and Mrs. Winnifred Northcutt of Minnesota were visiting consultants.

November 21 and 22, 1968 - National Association State Directors of Special Education Meeting in Washington, D. C. - Dr. Faye Brown chairing Place Committee.

December 1, 1968 - Drive-in Workshop in Gadsden. Mrs. Lila Niles, Principal of Partlow State School presented a film. Planned by staff.

December 4, 5, and 6, 1968 - American Association for Mental Deficiency, Regional Meeting in Birmingham. State Department staff members attended.

December 6, 1968 - Annual Southern Area Child Welfare Conference - Ramada Inn, Tuscaloosa. Dr. Brown lectured on - "Education for the Multiply Handicapped Child".

January 21, 1969 - Mrs. Florence Abrams joins staff.

February 8, 1969 - Alabama Federation Council for Exceptional Children Meeting in Birmingham. An outstanding teacher's award will be presented to an outstanding teacher bi-annually in honor of Mrs. Alpha Brown.

February 18, 21, and 22, 1969 - Annual Forum of Council on the Organization Serving the Deaf, New Orleans, Louisiana - Mrs. Betty Layton and Mrs. Elizabeth Graeber, Staff of Title VI, Pilot Study for the Very Young Deaf.

March 1, 1969 - Jackson County one-day Special Education Workshop for entire area. Planned by staff.

March 7, 1969 - Symposium on Diagnosis and Remediation of Learning Disabilities - Invited participants met in Birmingham.

"Events of 1968-1969" (Continued)

March 12, 13, and 14, 1969 - Alabama Education Association in Birmingham - Alabama Federation Council for Exceptional Children Luncheon. Dr. William Wolf was guest speaker.

March 26, 1969 - Special Education, Vocational Rehabilitation and Vocational Educational Meeting - Pittsburg, Pennsylvania.

April 14, 1969 - Vocational Education Regional Meeting in Atlanta - Mrs. Lovelady attended.

April 22, 23, 24, and 25, 1969 - Vocational Rehabilitation Regional Workshop - Tallahassee, Florida - Mrs. Anne Ramsey presented a paper on "The State Department Role in Cooperative Programs".

May 14, 1969 - Area Workshop at Banks Model School dealing with media approach to teaching - Staff planned.

May 14, 1969 - Dr. Brown testified before U. S. House Sub-Committee on Labor-Health Education and Welfare to speak for all of Education.

May 26 and 27, 1969 - Dr. Brown participated in Planning Conference, BEH, Washington, D. C.

June 2, 1969 - Mrs. Jacqueline Pierce joins staff.

June 4, 1969 - State Wide Home Economic Conference - Thomas Jefferson Hotel, Birmingham. Dr. Brown spoke on "Helping the Handicapped and Disadvantaged Through Cooperation with Other Agencies".

June 17, 18, and 19, 1969 - Alabama Seminar and Educational Fair Titles I and III, Public Law 89-10. Dr. Brown on Panel entitled - Related Programs, Exceptional Children.

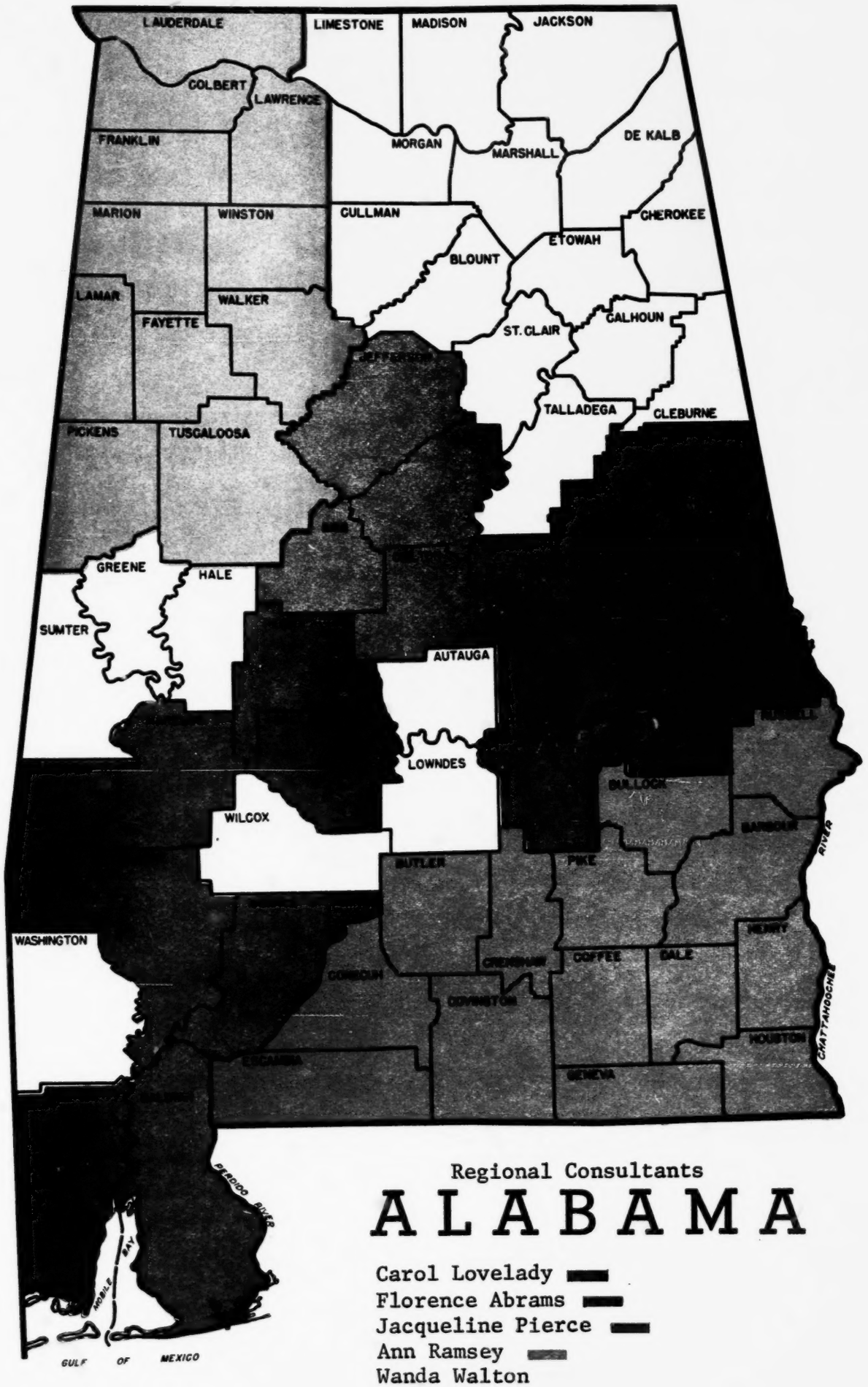
June 18, 1969 - Elementary Principals Conference - University of Alabama - Dr. Brown presented a paper on "State Level Programming for Exceptional Children".

June 26 and 27, 1969 - Special Study Institutes for Superintendents met in Montgomery. Dr. James Gallagher, Associate Deputy Commissioner, BEH Keynoter - Mr. William Geer, Executive Secretary, Council for Exceptional Children, made presentation. State staff planned.

FUTURE EVENTS

July 1, 1969 - Mrs. Terry Graham and Mr. Ernest Singletary join staff.

July 9, 10, and 11, 1969 - National Association for State Directors of Special Education Meeting in Jackson, Mississippi.



Regional Consultants

ALABAMA

Carol Lovelady
Florence Abrams
Jacqueline Pierce
Ann Ramsey
Wanda Walton

NORTHWEST ALABAMA

The Northwest Alabama Region covers eleven counties, eighteen systems and one hundred and two classes. Each of these has been visited by this consultant during the year.

There has been a variety of stimulating activities taking place. We have worked with Parent Groups and A R C Groups.

Throughout the region there have been pre-school workshops and many in-service meetings. A variety of subjects were explored. More time has been spent with teacher groups in formulating objectives and plans for the classes. Teaching techniques and lesson plans were discussed. New materials and methods were surveyed.

Many of the systems have invited the consultant to assist them in writing proposals for Title III and Title VI programs.

It has been a pleasure to have worked with all of the superintendents, assistant superintendents and their staffs in this region for the past year, and I wish each of you a productive and pleasant future.

NORTHEAST ALABAMA

The regional consultant for Northeast Alabama serves twenty-one school systems in the area. During the recent school year she was involved in both planning and conducting in-service education programs throughout the region.

In addition to the in-service education programs she also planned a "drive in" workshop which was held in Gadsden. Approximately fifty teachers from eight different systems attended this session.

One system in the region has, for the past two years, served as the host for a one-day workshop. This workshop which has been held in the spring of the year concentrated this year on materials and methods. The workshop involved not only Special Education personnel, but also administrators, federal coordinators, and guidance personnel. Seven school systems participated in the workshop with a total of seventy-eight participants.

The regional consultant was invited to meet and work with the teachers at the Alabama Institute for the Deaf and Blind in making suggestions for new materials to be purchased for the classes.

Many hours were spent in helping administrators plan and implement federal projects on both Title VI and Title III.

Many opportunities have passed through the regional consultant's office during recent months to become acquainted with and work with many outstanding administrators. We have seen a great deal of progress in the area of Special Education in Northeast Alabama this year, however, with our fine group of superintendents we expect to see even more next year.

SOUTHEAST ALABAMA

The regional territory considered Southeast Alabama roughly covers 22 systems (12 County, 10 City) and runs from Russell County in the north to Escambia County in the west. This region yields approximately 100 special education classes. The year 1968-69 represented a rather unique year to the regional consultant in Southeast Alabama. Much of the service rendered was geared for orientation of beginning special education teachers. Special packets of materials for these beginning teachers were developed and approximately 30 of these packets were distributed on either an individual visitation basis or at an orientation type in-service meeting.

Much time was devoted to planning and consulting with those systems involved in writing Title VI and Title III proposals. There were 14 Materials Displays conducted last year in an attempt to help systems preview the latest "on the market" in equipment and supplies for special classes.

A large portion of the regional consultant's time was spent in regularly scheduled in-service meetings with systems. More and more our school systems are allowing their special education personnel to plan meaningful in-service meetings of their own rather than being placed in with regular elementary or secondary teachers in a rather general in-service program. The regional consultant was asked to participate in approximately 20 such in-service meetings during 1968-69 school year. These meetings reflected to a great extent the planning and desires of the teachers themselves and covered a wide variety of subjects such as writing curriculum guides; orientation and planning with regular faculty members, sequential special education programming, psychological testing and interpretation of tests, previewing films and materials from the Southeastern Materials Center, examining and critiquing new materials, supplies and equipment, teaching of reading and spelling, implementing unit teaching, adequate record keeping and teaching arithmetic skills.

Careful planning and developing of the 6 Cooperative Classes in this area was carried out with the local VRS Counselors as well as the VRS Area Supervisors and the State Supervisor of Services for the Mentally Handicapped.

Perhaps one of the most interesting events during the past year was the Special Education Workshop at Banks Model School held on May 14, 1969. Twenty-eight teachers were invited to attend this one-day event. The program was geared to help special education teachers meet the individual needs of their students through a variety of materials and media. Cooperative planning with the Banks Model School staff, Southeast Alabama Media Project and the Program for Exceptional Children, State Department of Education, gave the teachers a full day of experiences.

The Summer of 1969 looks as if it will hold exciting things for 11 systems who will be conducting Title VI Projects. We will continue to work with these systems in any way to better implement these projects.

Looking back over the special education services for 1968-69 reveals some progress. But it is not the looking back which challenges us -- it is the prospect of what is yet to be accomplished for our "special" children which gives us the unique challenge.

SOUTHWEST ALABAMA

The Southwest Region consists of approximately 150 special education classes in eight counties. Mrs. Martha Pendleton was the consultant for this region, but she resigned to join her husband in New York City. The area has been assigned to Mrs. Florence Abrams for 1969-70.

Many of the systems were visited after Mrs. Pendleton's resignation by Dr. Faye Brown and Mrs. Carol Lovelady. There were some interesting programs and outstanding projects observed. One event which merits special recognition is the Special Olympics Program for students in special education. It was held in Mobile at Murphy High School track on Friday, May 23. There were 381 students participating from 27 schools.

From the opening Olympic parade to the Olympic torch it was indeed an exciting day for exceptional children. Proud contestants took home 240 trophies awarded to first, second, and third place winners in the 50 Yard Dash, Standing Broad Jump, 300 Yard Run, Softball Throw, and the High Jump.

Officials for the Special Olympics Program were volunteers from local school and University of South Alabama Physical Education Departments.

Research and evaluation have shown that carefully planned physical activities and sports are effective means of reaching retarded children. In this area they can often succeed and build a positive self-image, gaining in confidence and group acceptance. As they improve their performance on the playing field, they also improve their skills in the classroom and eventually on the job.

CONSULTATIVE SERVICES OFFERED
BY
STATE DEPARTMENT OF EDUCATION
PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH

The State Department of Education currently has a staff of eight consultants under the supervision of the Chief Consultant to assist local schools with their Special Education Programs. Some of the ways these consultants might be utilized are suggested in the following table:

Consultant Duties

1. Observe Special Education classrooms and teachers
2. Cooperate with local administrators
3. Work with parent, community, and service organizations
4. Represent the State Program for Exceptional Children and Youth

Local School Opportunities

1. Suggest ways of improving teaching and encourage the teacher in her daily tasks regarding curriculum, materials, scheduling, and etc.
2. Help to develop program continuity and leadership including utilization of available funding.
3. Facilitate pupil referrals for evaluation and services.
4. Conduct in-service education, regional and area workshops, and consult with related programs.

Get acquainted with your regional consultant.

PSYCHOLOGICAL SERVICES
PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH
SEPTEMBER THROUGH MAY, 1969

In a nine-month period (September through May, 1969), two psychologists from the State Program for Exceptional Children made a total of 52 visits to school systems (14 to city systems and 37 to county systems) and evaluated a total of 472 students. This service was provided to assist the local school agencies in setting up and improving the classes for exceptional children.

Psychology as applied to schools has as its basis the application of psychological knowledge to the problems of the classroom; thus special education must consider the child's complete interaction with the regular school as well as his special requirements. Any training in the areas of counseling, measurements, research, as well as social, abnormal, educational, and developmental psychology would be beneficial in planning a sound program especially designed for the child's individual needs. Because a psychologist cannot be proficient in all these areas, he must limit his activities to those in which he is most competent. Improvement of special classes can be achieved when the psychologist works to help the individual child, the child's parents, the teacher, and administrators.

To help the individual child in a special class, the psychologist should completely analyze the psychological and educational strengths and weaknesses of the child. Recommendations regarding a full program to be met in the special classroom are required, and this action can be achieved by working with other agencies and specialists in the formulation of a sound line of academic pursuit.

Interpretation of the results of testing (pointing out identified strengths, weaknesses, and needs) is a prime factor in the psychologist's responsibility to the teacher. Suggestions should be considered pointing out the learning and adjustment problems that might conflict with the planned education program for the child.

Parents should also be informed as to the psychological and educational needs of their child through the interpretation of tools used by the psychologist. Parents seeking help need to be provided with suggestions in helping their children meet the demands of their environment. When appropriate to their child, suggestions for referrals to other agencies and specialists are often needed to insure proper identification and treatment of the child.

Administrators may be assisted by the psychologist in the evaluation of their present education programs. Research is an important key to planning, design, preparation, and facilitating programs through local, state and federal agencies.

Psychological Services (Continued)

Everyone involved with the child in the setting of the special classroom is a determinant of his development. By using the team approach, the potential of each child will be more nearly achieved. The team approach has been most successful in the classroom because it uses the talents and knowledge of all team members involved plus adding variety to the program.

OTHER DIAGNOSTIC SERVICES OFFERED IN ALABAMA

The two Diagnostic Centers in the State of Alabama are located in Montgomery at "The Diagnostic Clinic for Children", 310 Madison Terrace, sponsored by Children's Center of Montgomery and the Learning and Developmental Disorders Center in Birmingham.

The Diagnostic Clinic for Children in Montgomery serves children in the areas south of Birmingham.

This year (1968-69) the clinic has served 211 patients. At present there are twenty children on the waiting list to be served.

The Diagnostic Clinic for Children is an outpatient program offering diagnostic and evaluative services to children with developmental difficulties. Specifically, the clinic is designed to give services to children who exhibit difficulties in the development of mental abilities, physical abilities and speech. Because of the specific nature of the services of the clinic, it is important that some evidence exists that the developmental difficulties of the child are caused by a lowered mental ability and/or organic brain damage.

Children are accepted of all ages and all races. Because of the importance of early diagnosis, however, children up to age eight are given first consideration for services. Any interested adult may refer a child to the Diagnostic Clinic.

The Diagnostic Clinic for Children is one of the 105 federally supported diagnostic centers throughout the United States. It occupies one front wing of Children's Center of Montgomery, Inc., 310 North Madison Terrace, Montgomery, Alabama 36107. All services in the clinic are rendered without charge because the clinic is entirely supported with federal funds allocated to the Children's Center of Montgomery, Inc. by the U. S. Children's Bureau, Department of Health, Education and Welfare, Washington, D. C.

The Center for Developmental and Learning Disorders in Birmingham not only provides training programs for new professional personnel working with children with learning problems but also operates a diagnostic and evaluation center. In order for a child in the State of Alabama to be admitted into the diagnostic process, a written letter of referral from a licensed physician is required. Referral letters should include all pertinent medical and social history that will enable a screening committee to make judgments regarding the feasibility of the Center's services being of benefit to the child and family. Such referrals should be addressed to Mr. Dale Brantley, Director of the Division of Social Services, Center for Developmental and Learning Disorders, University of Alabama Medical Center, 1919 Seventh Avenue, South, Birmingham, Alabama 35233.

SPECIAL EDUCATION - VOCATIONAL REHABILITATION COOPERATIVE PROGRAM

For many years Special Education, Vocational Rehabilitation and local school system personnel have become increasingly aware of the lack of services for older retarded youth. Generally our programs lacked "holding power" to keep these young adults in school beyond the compulsory state school law age of sixteen years and to prepare them for useful work.

As a result of this felt need in 1960, the National Office of Vocational Rehabilitation funded a three year Research and Demonstration Project designed to work with older retardates in Alabama. This Project was initiated in ten school systems scattered throughout the state. Under the direction of the University of Alabama, and working hand-in-hand with the Program for Exceptional Children and Youth and Vocational Rehabilitation, the Research and Demonstration Project "got off the ground". The next three years yielded a wealth of information and research as to what seemed to work best with these youth. Even though the Project phased out in 1963, this was just the beginning for expanded services. These original ten Research and Demonstration classes have now grown to sixty cooperative classes. Hopefully, we have not only grown in quantity but quality as well.

Certainly one of the strong points of this program is the "cooperative" aspect. For example, when a new cooperative program is to be established, a representative from the Program for Exceptional Children and Vocational Rehabilitation meet with the local superintendent and his staff to plan for comprehensive services.

Each agency involved in the agreement has certain duties and obligations to perform as outlined in a written cooperative agreement. Once the initial agreement has been signed both Vocational Rehabilitation and Special Education continue to work closely with the local school system in providing the best possible services.

Plans are now underway to enlarge the services both in terms of additional staff members on the State level as well as increasing the numbers of classes across the state. We are proud of the progress made and look to these classes to extend the "cooperative" aspect of the total Program for Exceptional Children.

COOPERATIVE PLANNING FOR CHILDREN IN CONFLICT

Under provisions of Public Law 89-10, as amended, the State Program for Exceptional Children and Youth funded four projects to help children experiencing emotional conflicts. The four were collectively titled "Educational Leadership through Planning Research". Dr. L. W. Linkous of the Special Education Department, University of Alabama served as Project Director.

Each of the four projects were conducted cooperatively among local school districts, the Special Education Department of the University of Alabama, and the State Program for Exceptional Children and Youth. The local school districts participating were Anniston, Huntsville, Jefferson County and Tuscaloosa City. All projects were exploratory attempts to increase educational services to children with emotional problems, and each project capitalized on local needs and resources.

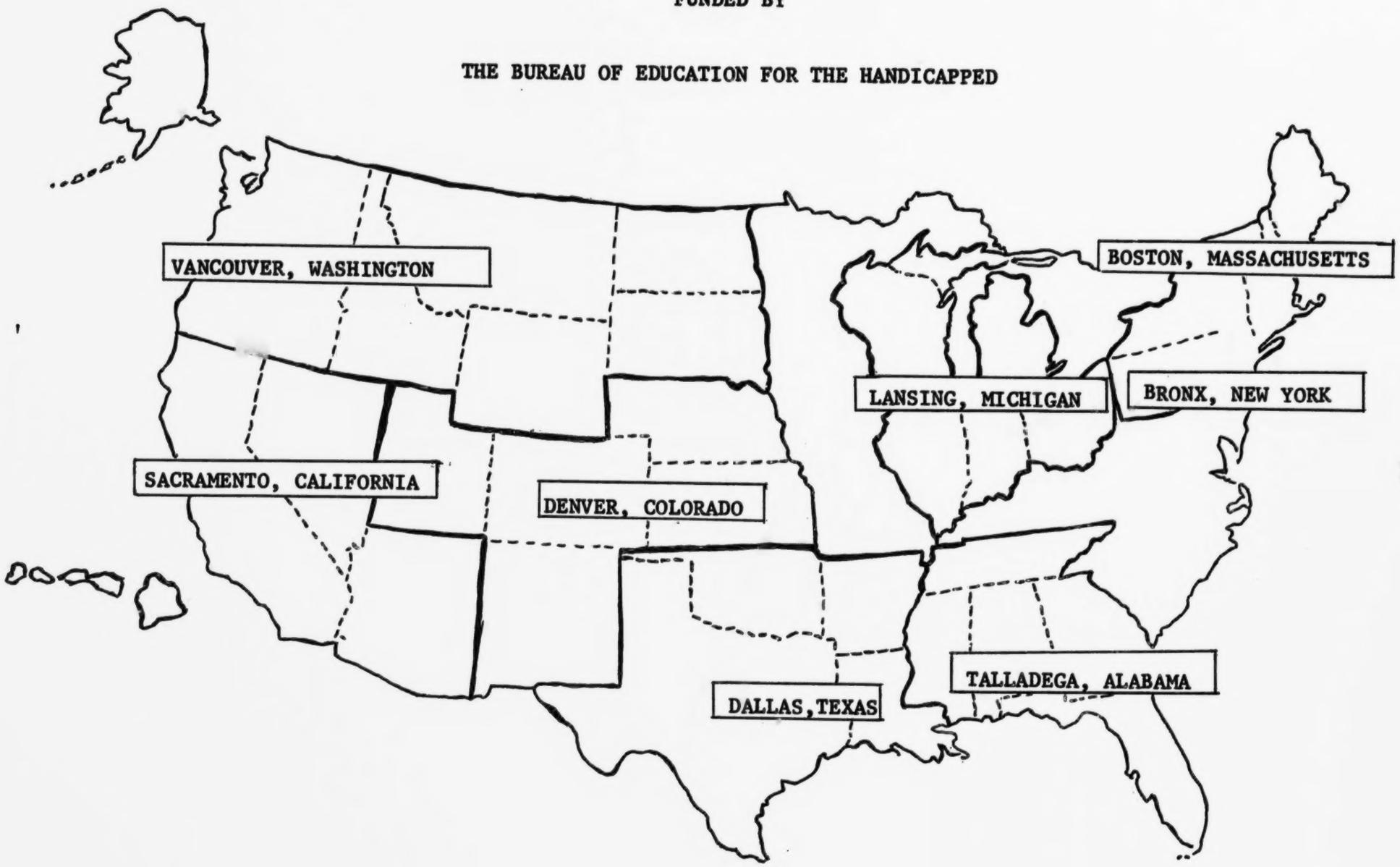
The following table briefly indicates the nature of the activities, and a current descriptive brochure is available on request.

LOCATION	PROGRAM EMPHASIS
Anniston	Behavior Consultant
Huntsville	Teacher Training
Jefferson County	Supportive Services
Tuscaloosa City	Group Evaluation

AREA CENTERS FOR SERVICES TO DEAF-BLIND CHILDREN

FUNDED BY

THE BUREAU OF EDUCATION FOR THE HANDICAPPED



ALABAMA INSTITUTE FOR DEAF AND BLIND

Dr. W. W. Elliott recently announced that he had been notified by Senators John Sparkman, Jim Allen and Representative Bill Nichols that a grant of $150,250.00 had been made to the Deaf-Blind Department of the Alabama Institute for the fiscal year 1970. Dr. Elliott stated that this grant was to be used in the upgrading of the program at the Helen Keller Cottages where 31 children are now enrolled from 13 different states. These children are multiply handicapped being totally deaf and blind or have been classified as legally deaf and blind even though they might have some residual hearing and partial vision.

The grant was made available under Public Law 90-247, Part C, Amended Title VI of the Elementary Secondary Education Act. This Department has been designated as a Regional Comprehensive Diagnostic and Educational Center for the Southeastern Region. Under the provisions of the act the grant will provide for additional specialized teaching and the Center will be used as a training laboratory for other teachers in the region. It will provide for a regional coordinator who will coordinate training and educational programs for deaf-blind children in the southeastern region comprised of Alabama, Florida, Georgia and Tennessee. His office will be in Talladega and under the direction of the administration of the Alabama Institute.

None of these funds can be used for the payment of teachers' salaries or any part of the current program that is now in operation but will be used for the upgrading of the present program and the conducting of surveys to locate deaf-blind children in the southeastern region. No help is provided in this grant for any other department of the Alabama Institute, which includes schools for the deaf, schools for the blind, the technical facility and the adult department.

In his statement regarding the receipt of this grant, Dr. Elliott made the following remarks: "The educational complex and training facility located at Talladega is fast becoming recognized throughout the country as being the most comprehensive educational and training facility to be found. This grant is recognition of the tremendous work that has been done here for the deaf-blind since 1955. There was keen competition throughout the U. S. for these funds and the amount of the grant to the Institute comprises a substantial part of the total funds which were appropriated. The act as passed by the Congress provided $1,000,000.00 for the fiscal year which is to be divided among the other sections of the country. No funds for construction were included in the grant. It is expected, however, that construction funds will be made available by the Congress in the near future for expanded facilities for deaf-blind children."

ALABAMA'S VISUALLY HANDICAPPED

An Act of Congress "To Promote the Education of the Blind", approved March 3, 1879 (20 Stat. 467), as amended makes provisions for the education of legally blind children.

At the beginning of this year the number of pupils in Alabama whose vision came within the definition of blindness, totaled one hundred and thirty-eight students. These students are receiving instructional materials from the American Printing House for the Blind through the Program for Exceptional Children and Youth. There are two State sponsored classes for the blind in the Birmingham City System, with an enrollment of approximately sixteen children. There are one hundred and twenty-two identified partially sighted children attending public school classes.

Alabama Institute for the Deaf and Blind, located at Talladega, serves the majority of children in the State who are either blind or deaf. They also provide for the deaf-blind students.

Much new legislation is in the making for improving the program for the blind. Alabama has plans for the expansion and improvements of their programs in 1969-70.

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Attending the Annual Meeting at the Washington Hilton Hotel were some 3000 persons from the 50 States and a score of foreign countries. This annual event brought together volunteer and professional workers for the handicapped at their own expense upon invitation of the White House.

The program revolved about the theme, "New Paths to Progress", and covered a wide variety of topics of interest to the rehabilitation, employment and allied professions. Harold Russell, Chairman of the President's Committee, presided at the opening session. Speakers included: Honorable Robert Dole, Senator from Kansas; George P. Shultz, Secretary of Labor; Dr. Gudmund Harlem, of Oslo, Norway, President of the International Society for Rehabilitation of the Disabled; James E. Johnson, Vice Chairman, U. S. Civil Service Commission; Mrs. Renee Carpenter, NBC-TV "Today" Show; Mrs. Elizabeth D. Koontz, Director of the Women's Bureau.

Alabama was represented by seventy-five members of the Governor's Committee for Employment of the Handicapped. The meeting was highlighted with an Alabama Congressional breakfast. The delegation was honored by the presence of Alabama's senators and representatives.

SPECIAL STUDY INSTITUTE FOR ALABAMA PARENTS OF PRESCHOOL DEAF CHILDREN

A grant from the U. S. Office of Education enabled a group of almost 100 parents of preschool deaf children from all over the state of Alabama to meet for three days, November 6-8, 1968, in Birmingham. Under the grant special stipends to the parents were available to offset the cost of traveling to the workshop and also helped to pay for parents' room and board while attending the meeting.

Through presentations by a guest faculty whose members were drawn from California, Minnesota, and Washington, D. C.; and in a number of small group sessions, the parents had a chance to discuss how they could develop better and more constructive relationships with their deaf children.

The well-structured conference permitted plenty of time for informal discussions between the parents, out-of-state consultants and the large number of professionals from Alabama universities, schools, and state offices, who also participated.

The committee which obtained the grant, and planned and carried out the very successful workshop was under the direction of the Chief Consultant of the Alabama State Program for Exceptional Children and Youth.

Parents meet with professionals to ask questions like, "How can we help get more trained teachers for our children?"

Dr. Alathena Smith checks over some of her visual aids with Fred Wells of Montgomery, a member of the Planning Committee.

The "guest faculty" confers with Dr. Faye M. Brown, project director for the state-wide meeting of Alabama parents of preschool deaf children. Left to right are: Mrs. Winifred N. Northcott, State of Minnesota Department of Education; Dr. Alathena J. Smith, John Tracy Clinic, Los Angeles; Dr. Brown; and George W. Fellendorf, Alexander Graham Bell Association for the Deaf, Washington, D. C.

P. L. 85-926 AS AMENDED
TRAINEESHIPS AND FELLOWSHIPS

Increasing emphasis on equality of educational opportunity has focused national attention on improving education of the handicapped. Even though State agencies have subsidized programs for the preparation of professional personnel, the shortage of personnel has made expansion of the special programs difficult.

The scholarship awards for 1969-70 funded by the U. S. Office of Education and awarded by the State Department of Education in the areas of (a) Mental Retardation (b) Emotionally Disturbed (c) Speech and Hearing (d) Crippled and Other Health Impaired have been awarded as follows:

38	Summer Traineeships
2	Master's Fellowships (Academic Year 1969-70)
2	Post Master's Fellowships

Areas:
Mental Retardation
Speech and Hearing
Emotionally Disturbed
Crippled and Other Health Impaired

Any teacher wishing to apply for a summer traineeship or a fellowship, should write no later than January 30, 1970 to the Program for Exceptional Children and Youth, State Department of Education, requesting applications.

SPECIAL STUDY INSTITUTE PLANNED
UNDER FUNDING FROM PUBLIC LAW 85-926 AS AMENDED

The Program for Exceptional Children will hold a Special Study Institute in the Fall of 1969. This Institute will be directed toward an orientation for beginning special education teachers primarily in mental retardation but also other areas of exceptionalities. These beginning teachers will have an opportunity (1) to become familiar with the goals and objectives of the total Program for Exceptional Children and Youth in the state; (2) to become familiar with methods, techniques and use of specialized equipment used in teaching handicapped children; (3) to receive instruction in the interpretation of psychological evaluations, and become familiar with other diagnostic instruments in order to help them plan appropriate educational programs for handicapped children. It is hoped that some 150 beginning teachers may be involved as well as supervisory and professional personnel.

PLANNING CONFERENCE
HELD IN EARLY FALL

In the beautiful Cheaha State Park, October 5, 1968 a group of key educators gathered to evaluate and make plans for great strides in Special Education.

The conference was so structured to give each person an opportunity to present his views on such items as teacher training, psychological services, local supervision, federal funding and continuity of the program. Expert leadership lead the groups in reaction sessions following each presentation.

The participants included teachers of the handicapped, local supervisors, college staff, graduate students, Rehabilitation Service staff, administrators and medical personnel as well as the State Department staff.

The keynote address was presented by Mr. Fred Weintraub, Assistant to the Executive Secretary of C. E. C., Council for Exceptional Children, Washington, D. C. "The Special Education Model-Trends in Education for the Handicapped".

The following statements are examples of the comments from the evaluations of this conference:

(1) "I felt that the Special Education Planning Conference at Cheaha last week-end was a very real success. It gave a number of individuals the opportunity of looking rather objectively at the problems the State is facing if reasonable provisions are to be made for Exceptional Children and Youth in public school classrooms."

(2) "Fred's speech was provocative and wide enough in scope to provide a foundation for the continuing discussions of the week-end. He placed the burden of answering the unspeakable questions on the Alabama group."

P. L. 89-10 ESEA TITLE VI-A 1969

For the year of 1968-69, forty Title VI-A Projects were funded to Alabama local school systems, in the amount of $464,390.91.

40	Number of school districts involved in projects (including cooperative projects)
23	Number of projects starting operation February 1, 1969
17	Number having summer programs
1	Number of cooperative projects
20	Number of county projects
19	Number of city projects

Title VI-A purpose, unlike Title III (innovating and exemplifying new programs) is for expansion and improvement of school systems' existing programs.

These projects are doing many things to aid Alabama's handicapped children. Some things provided for in 1969's programs are: (1) creating more classes primarily summer school programs, for all areas of exceptionality: mentally retarded, hearing impaired, speech impaired, emotionally disturbed and physically handicapped; (2) providing for expanding existing classroom programs through purchase of equipment and instructional materials, placing more specialized personnel for supervision and consulting into systems; (3) providing for screening projects and psychological services; (4) in-depth teacher in-service training programs.

In the Fall of 1969, school superintendents were notified of the procedures necessary to be followed in submission of projects. Area consultant service was available if needed in developing the project proposals. The local systems were allowed to use their imagination and creativity. The local systems were encouraged to submit proposals to meet their area needs. In writing proposals the local school systems were encouraged to be realistic in requesting funds. No specified amount of funds was allotted or suggested for individual projects.

The projects for 1968-69 included the following types of service:

1. Psychological Services (contracted).
2. Speech Correctionist.
3. Teachers of the Educable Mentally Retarded.
4. Teachers of the Trainable Mentally Retarded.
5. Teachers of children with Learning Disabilities.
6. Teachers of the Deaf and Hard-of-Hearing.
7. In-Service Training Program.
8. Summer Traineeships.

The Alabama local school systems will be notified again of procedures for submitting projects for Title VI 1969-70, when Alabama's State Department receives notification from Washington. Because of limited funds and limited qualified personnel, joint proposals involving several systems are encouraged.

STATE TITLE VI PILOT STUDY
VERY YOUNG DEAF CHILD
AND PARENT EDUCATION PROGRAM

A first for the State of Alabama is the Title VI Deaf Study, located in the Children's Center of Montgomery and is directed by The State Program for Exceptional Children. It is a parent-oriented program designed to assist the parents in helping their deaf infant to acquire inner language, and ultimately vocal communication, as near the normal age as possible.

A natural approach to language development with play therapy technique is used to involve these very young children (0-3 years). Auditory awareness, stimulation and training are vital factors in the total program, these aiding the child to use his residual hearing to the maximum. Both individual hearing aids as well as powerful auditory training equipment are used to achieve their goal.

The project format is a home setting, with a living room, child's bedroom, kitchen and bath all attractively and appropriately furnished. Active parent participation is a requirement in order to obtain cooperation, reinforcement and guidance necessary for the child's continued progress.

For the first few months in the project, a child is seen individually once or twice each week for one hour sessions. The number of times a child attends each week depends on the age and accessibility of the child. The older children have the priority on twice-weekly sessions. After the child has achieved sufficient social maturation and inner language, he is brought into a group situation once a week, still continuing his weekly individual sessions.

Evaluation is continuous. Each activity of each therapy session is evaluated as well as the entire session. Every two months a detailed evaluation is written on each child emphasizing such objectives as language development, speech reading, speech production auditory training, social emotional growth and motor development.

An important part of the project is the parent group meeting. These meetings are held twice a month. Books pertaining to education of the very young deaf child, language development and speech are reviewed and discussed. Films on the subject are seen and discussed.

Occasionally an outside consultant is invited to the session. At all times, the parents and the children are the focal point of these meetings. Group and individual counseling play a vital part in these meetings.

ESEA - TITLE III
PROJECTS FOR THE HANDICAPPED

The Elementary-Secondary Act Title III as amended provides for fifteen percent of the funds to be used for services to handicapped children. Unlike Title VI, which provides for improvement and expansion of programs for the handicapped, Title III, ESEA monies are to be used in innovative and exemplary programs for the handicapped students.

The number of proposals submitted for study was impressive and the variety of ideas was extensive. The projects which were selected by the reviewing committee covered such areas as establishing continuity of program, a multi-disciplinary approach to working with the handicapped and correlative education for children with limited hearing.

Members of the State Department of Education Program for Exceptional Children along with members of the Title III staff worked with the State Advisory Committee in formulating guidelines and with the local school administrators in planning and writing proposals.

Through this funding it is anticipated the handicapped children in our state will derive great benefit.

HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT OF 1968 (P.L. 90-538)

The President on September 30, 1968, signed the Handicapped Children's Early Education Assistance Act (P.L. 90-538). This new law will provide for the establishment of from 75 to 100 model programs designed to develop succesful approaches in assisting preschool aged handicapped children.

This new program, which is termed by some as the "First Chance" to learn by the handicapped, will be administered by the Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education and Welfare.

There is a great deal of evidence that the preschool years are the most critical for a child's future development. Research conducted recently indicates that at age four a child has already developed 50 percent of his total intellectual capacity. The best time then to attack a child's mental and emotional handicaps appears to be the period from birth through the early childhood years.

A brief summary of the major provisions of the Law include (1) conceiving of early childhood education in a broad sense rather than a simple classroom unit (experimentation and evaluation in correspondence courses, home instruction, individual instruction in group settings, and integration of handicapped with normal children is possible); (2) including parent participation through counseling and guidance and supportive supplementary programs to help parents cope with problems as they arise; (3) acquainting the community with the problems and potentials of handicapped children; (4) coordinating each program with the local school system in the community being served; (5) providing for a federal share of up to 90 percent of the cost of project.

The Act authorizes for the appropriation of one million dollars for fiscal year 1969, ten million dollars for fiscal year 1970, and twelve million dollars for fiscal year 1971.

Approximately ten local education agencies have already applied for assistance under this Act.

PLANNING CONFERENCE
BUREAU FOR EDUCATION OF THE HANDICAPPED

Dr. Faye M. Brown (Chief Consultant of the Program for the Exceptional Children and Youth) participated in the planning conference for Special Education programs at the Department of Health, Education and Welfare in Washington, D. C., on May 26-27.

She represented the Southeastern Area in this planning session. The conference included program planning and budgeting for Special Education programs, regional workshops, and establishing priorities for the 1970's.

Dr. Brown's participation on this committee will be a great contribution to our expanding Alabama Special Education Program. She will continue to serve on this committee through 1969-70.

STATE ADOPTED TEXTBOOKS
FOR SPECIAL EDUCATION

On January 9, 1969, upon the recommendation of the Alabama Textbook Committee the State Board of Education adopted an extensive list of books appropriate for special education students. It should be noted that this list provides a wide range of appropriate reading materials geared for primary, intermediate, junior high and high school age special students.

Each superintendent has received a copy of this state adopted list. The same procedure used to purchase regular textbooks applies to these for special education. Should you have questions about the purchase of special education books not shown on the textbook list, please contact Mr. C. P. Hayes, State Textbook Consultant, Room 406, State Office Building, Montgomery, Alabama 36104.

SPECIAL OLYMPICS

A new type of olympic games was held this spring in Alabama. These were called "Special Olympics" and all events were geared to handicapped people. Several school systems in our state held supervised field days and Special Olympics in preparation for the Southern Regional Special Olympics which was held on June 6-7, 1969 at the University of South Carolina, Columbia, South Carolina.

Some of the events in which the handicapped youngsters could compete in were as follows:

50 yard dash, Standing Broad Jump, High Jump, 300 yard run, softball throw, and swimming events.

NATIONALLY KNOWN EDUCATORS VISIT ALABAMA

The following group of outstanding educators have assisted the State Department staff in planning and expansion of services during the past year:

Mr. Fred Weintraub, Assistant to Executive Secretary, Council for Exceptional Children, Washington, D. C.

Dr. John Shaggett, Associate Director, Southeastern Instructional Materials Center, Tampa, Florida.

Mr. George Fellingdorf, Editor of Volta Review, Washington, D. C.

Dr. Althena Smith, John Tracy Clinic, Los Angeles, California.

Mrs. Winnifred Northcutt, State Department of Education, Minnesota.

Dr. William Wolf, University of Texas, Austin, Texas.

Mrs. Alpha Brown, former Chief Consultant, Little Rock, Arkansas.

Dr. Edwin Martin, Associate Deputy Commissioner, B. E. H., Washington, D. C.

Dr. James Gallagher, Deputy Commissioner, B. E. H., Washington, D. C.

Mr. William Geer, Executive Secretary, Council for Exceptional Children, Washington, D. C.

"SPECIAL GROUP - SPECIAL MUSIC!"

The versatile and talented "Alley Cats" musical group has provided many hours of pleasurable entertainment and relaxation. This group of Special Education students are from The Workshop, Birmingham, Alabama and have performed all over the state. They delighted the audience of the Southeastern American Association of Mental Deficiencies at their annual meeting in December, 1968. They also performed at the Superintendents' Conference in Montgomery on June 26, 1969.

ALABAMA FEDERATION
COUNCIL FOR EXCEPTIONAL CHILDREN

Approximately two hundred members of the Alabama Federation, Council for Exceptional Children assembled at the new Center for Developmental and Learning Disorders in Birmingham February 8, 1969 for their annual meeting. One of the purposes of the meeting was to honor Mrs. Alpha Brown, former Chief Consultant of Special Education in Alabama.

The program was highlighted by the presentation of a silver aspic dish with engraving recognizing Mrs. Brown's outstanding services in the State of Alabama. The group responded with a standing ovation. In addition to this, a bi-annual distinguished service award was announced. This award will be called "The Alpha Brown Service Award" to recognize an outstanding teacher in the field of Special Education.

Other program highlights included Dr. Faye Brown, who explained the implementation of new programs in Special Education in Alabama, and the introduction of the college Special Education Department Heads by Dr. Gale Lambright, President-elect of C.E.C. Programs.

Dr. Wilson Dietrich, Educational Consultant for the Center for Learning Disorders, explained the services available in the newly constructed Children's Facility and directed a tour through the modern center containing the newest and most expert aides for overcoming learning and developmental disorders.

Mrs. Daisy Styles and Mrs. Brown

A Tribute To

Mrs. Alpha Brown

Whose...

leadership as a former Chief Consultant in the Program of Exceptional Children and Youth provided the groundwork for the activities reported herein: